

SUMMIT DRIVE ELEMENTARY

424 Summit Drive
Greenville, South Carolina 29609

GRADES K-5 Elementary School

ENROLLMENT 290 Students

PRINCIPAL Sandra Welch 864-241-3262

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	67	16	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

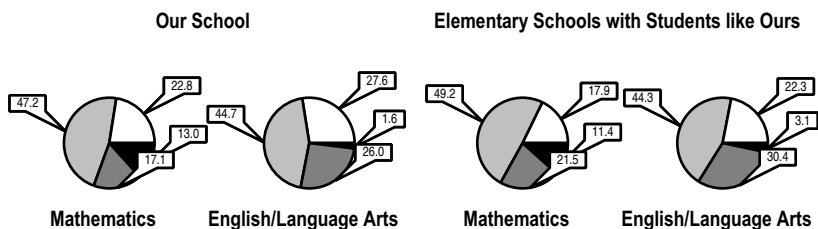
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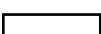
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	29	35	23
Percent satisfied with learning environment	86.2%	85.7%	87.0%
Percent satisfied with social and physical environment	96.6%	82.4%	65.2%
Percent satisfied with home-school relations	89.3%	91.4%	78.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	139	100.0	27.6	44.7	26.0	1.6	27.6	17.6
Gender								
Male	75	100.0	28.1	50.0	20.3	1.6	21.9	17.6
Female	64	100.0	27.6	39.7	31.0	1.7	32.8	17.6
Racial/Ethnic Group								
White	60	100.0	10.7	39.3	46.4	3.6	50.0	17.6
African-American	63	100.0	43.4	47.2	9.4	N/A	9.4	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	13	100.0	45.5	54.5	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	108	100.0	22.7	44.3	30.9	2.1	33.0	17.6
Disabled	31	100.0	46.2	46.2	7.7	N/A	7.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	139	100.0	27.9	45.1	25.4	1.6	27.0	17.6
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	135	100.0	27.1	44.9	26.3	1.7	28.0	17.6
Socio-Economic Status								
Subsidized meals	73	100.0	35.5	50.0	14.5	N/A	14.5	17.6
Full-pay meals	66	100.0	20.0	40.0	36.7	3.3	40.0	17.6

Mathematics								
All students	139	100.0	22.8	47.2	17.1	13.0	30.1	15.5
Gender								
Male	75	100.0	15.6	53.1	18.8	12.5	31.3	15.5
Female	64	100.0	31.0	41.4	15.5	12.1	27.6	15.5
Racial/Ethnic Group								
White	60	100.0	7.1	42.9	23.2	26.8	50.0	15.5
African-American	63	100.0	41.5	45.3	13.2	N/A	13.2	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	13	100.0	18.2	72.7	9.1	N/A	9.1	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	108	100.0	16.5	50.5	18.6	14.4	33.0	15.5
Disabled	31	100.0	46.2	34.6	11.5	7.7	19.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	139	100.0	23.0	47.5	17.2	12.3	29.5	15.5
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	135	100.0	23.7	45.8	17.8	12.7	30.5	15.5
Socio-Economic Status								
Subsidized meals	73	100.0	33.9	45.2	17.7	3.2	21.0	15.5
Full-pay meals	66	100.0	11.7	50.0	16.7	21.7	38.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	42	N/A	19.0	42.9	38.1	N/A	38.1
	Grade 4	39	N/A	15.8	47.4	34.2	2.6	36.8
	Grade 5	52	N/A	20.4	46.9	30.6	2.0	32.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	53	100.0	21.3	42.6	34.0	2.1	36.2
	Grade 4	44	100.0	20.5	43.6	35.9	N/A	35.9
	Grade 5	42	100.0	43.2	48.6	5.4	2.7	8.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	42	N/A	16.7	23.8	26.2	33.3	59.5
	Grade 4	39	N/A	28.9	50.0	10.5	10.5	21.1
	Grade 5	52	N/A	30.6	46.9	16.3	6.1	22.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	53	100.0	14.9	42.6	23.4	19.1	42.6
	Grade 4	44	100.0	23.1	48.7	20.5	7.7	28.2
	Grade 5	42	100.0	32.4	51.4	5.4	10.8	16.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 290)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.6%	Up from 3.2%	2.9%	2.4%
Attendance rate	96.4%	Down from 96.8%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	23.4%	Up from 22.9%	16.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.6%	Down from 10.3%	8.6%	8.0%
Older than usual for grade	0.7%	Down from 1.0%	0.9%	1.1%
Suspended or expelled	5.5%	Up from 0.0%	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	51.9%	Down from 57.1%	49.6%	50.0%
Continuing contract teachers	81.5%	Down from 95.2%	88.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.6%	Up from 83.4%	88.0%	86.2%
Teacher attendance rate	98.7%	Down from 98.8%	95.3%	95.3%
Average teacher salary	\$39,534	Down 4.5%	\$40,153	\$39,909
Prof. development days/teacher	13.0 days	No change	11.1 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio	16.2 to 1	Down from 19.0 to 1	19.2 to 1	18.9 to 1
Prime instructional time	94.4%	Down from 94.8%	90.0%	89.7%
Dollars spent per pupil*	\$6,390	Down 4.8%	\$5,754	\$5,892
Percent spent on teacher salaries*	63.4%	Down from 66.9%	65.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Summit Drive Elementary School is located in downtown Greenville in a family-oriented community where the school mission statement - "Educate, enrich, inspire - Children First" exemplifies the true spirit of the school. The new facility, occupied in August of 2001, is located on the property where the old school was first built in 1952. The school has served the community for 50 years, and boasts an active PTA and SIC, as well as involved parents, caring staff, and delightful children.

Since last year, much has happened to strengthen the instructional program in our school. Begun in January of 2002, our 4K program is thriving. We believe that this will give many children the start they need to be successful throughout their school years. Additionally, our afternoon program for students performing Below Basic on PACT Math or Reading is providing those students the added assistance they need in smaller group settings in standards-based instruction.

In 2002-2003, our school benefited from additional monies supporting smaller class size in grades K-2. This research-based innovation gave teachers the structure and space needed to provide small group and individualized instruction, so necessary to our children. The addition of an Instructional Coach provided a mentor teacher to observe, and to offer feedback, assistance, and new methods for our teachers. Our teachers, some of the best in the district, know that even the best can get better.

Work was begun on a School Portfolio during 2002-2003 that will be used as a tool to keep our school community focused on solving problems and issues that impact the performance of our children. Included in the Portfolio are goals for the 2003-2004 school year to improve instruction in math, language arts, skills in technology and to insure that communication is ongoing. Staff development for the year will be focused on understanding the diverse needs of the children we serve. Within the parameters of an ever-tightening budget, teachers and community volunteers will work together for the children of Summit Drive as they have for 50 years to meet those needs.

As our school continues to strive for excellence, we have great pride in all that we have accomplished. With strong staff, supportive parents, and motivated students, our school has been called "one of the best kept secrets in Greenville." We believe the secret is out. We look forward to continual growth in all areas.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.